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## Standard 8

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Students will demonstrate the ability to advocate for personal, family, and community health.

**Rationale:** Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

### Performance Indicators\*

#### Pre-K-Grade 2

- 8.2.1 Make requests to promote personal health.
- 8.2.2 Encourage peers to make positive health choices.

#### Grades 3-5

- 8.5.1 Express opinions and give accurate information about health issues.
- 8.5.2 Encourage others to make positive health choices.

#### Grades 6-8

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

#### Grades 9-12

- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.

\* The performance indicators articulate specifically what students should *know or be able to do* in support of each standard by the conclusion of each of the following grade spans: Pre-K–Grade 2; Grade 3–Grade 5; Grade 6–Grade 8; and Grade 9–Grade 12. The performance indicators serve as a blueprint for organizing student assessment.

Content source: National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, Division of Adolescent and School Health and National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health

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